

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents the topics related to the study such as the background of study, statement of the research problem, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of the study. The researcher will discuss these topics below:

#### **A. Research Background**

Language is a mode of communication intended to convey messages or ideas to audience. The listener or another individual can comprehend what the speaker intends to convey through the language utilized (Antoniak, Mimno, & Levy, 2019). The acquisition of language is essential for humans to effectively express their intentions or opinions within a community. English, being one of the most widely utilized languages globally and serving as an international language, holds significant importance. The process of learning English is crucial, as it enables individuals to seamlessly adapt and communicate while traveling across different countries. Indeed, expanding our connection to the world is undeniably a valuable asset for personal and communal growth.. English is also the main business language and it has become almost a requirement for people to speak English if they want to join a global workforce (Sumardi & Nugrahani, 2021).

According to Slamet (2009), the act of listening is regarded as a

receptive endeavor that engages both auditory and visual senses in a conversation. Moeliono, as cited by Slamet (2009), defines listening as the act of attentively absorbing spoken or written words. Similarly, Tarigan (2009) describes listening as a meticulous process of fully comprehending spoken language, wherein the listener interprets verbal symbols to gather information, capture the intended message, and grasp the underlying meaning conveyed by the speaker (Sari, 2020).

According to Gilakjani and Sabouri (2016), listening comprehension is a dynamic process that requires active engagement from the listener in order to construct meaning. This involves his ability to discern sounds, draw upon prior knowledge, utilize grammatical structures, interpret stress and intonation, and interpret various linguistic or non-linguistic cues. Additionally, Nadig (2013) highlights that listening comprehension encompasses a multitude of cognitive processes that involve grasping the nuances of spoken language, including the ability to recognize speech sounds, comprehend the meaning of individual words, and understand the structure and arrangement of sentences (Erkinovna, 2021).

Based on these perspectives, one could infer that listening comprehension is a deliberate process that requires the active engagement and interest of the listener. The listener is expected to discern the content and objectives conveyed by the speaker. According to Hamouda (2013), EFL learners face serious troubles in listening because school best be

aware of grammar, reading and vocabulary. Further, he emphasised that comprehending verbal language is a hard interest for learners. They face quite a few problems after they concentrate to a language (Obidovna, 2022). To assist learners in improving their auditory comprehension skills, teachers need to surmount their own listening challenges and offer effective strategies to address difficulties in listening.

The *Audio-Lingual Method* evolved during World War II, and the active involvement of the United States in the conflict significantly influenced the teaching of English. A specialized training program was established to meet the government's demand for proficient speakers in languages such as Japanese, French, Chinese, German, Malay, and Italian, as well as code-room assistants, interpreters, and translators

In modern language teaching and learning, listening had not receiving enough attention for years. Due to the development of technology these days, listening has gained its active and communicative value. The various listening tools can give the benefit to the teachers, such as help to shows tasks in the classroom and to improve students' listening comprehension. Bringing technology into the classroom begins when it is used by the teacher in meaningful and relevant ways to prepare lessons. Technological aids should support the teaching-learning process. Technology should assist the teacher in creating a collaborative learning environment (Fitria, Revita, & Asri, 2019)

Media plays a crucial role in both learning and teaching activities, particularly in enhancing listening skills. It aids students in achieving predetermined instructional objectives and facilitates teachers in effectively transmitting information and delivering messages. Utilizing media encourages student engagement with the materials, fostering motivation for participation in teaching and learning activities. To create an optimal learning environment, teachers should work towards cultivating a positive atmosphere that captures students' interests. Employing audio-visual aids as a form of media in the classroom further assists teachers in establishing such a conducive atmosphere

Several researchers have explored the benefits of the *Audio-Lingual Method* by conducting studies on the topic. One such study was conducted by Bidenko & Bepalova (2017), entitled "Implementing *Audio-Lingual Method* to Teaching Ukrainian as a Foreign Language at the Initial Stage." They employed various theoretical approaches, including analyzing scientific literature, study guides, and synthesizing pedagogical experiences, supported by observation. Their findings indicated that the audio-lingual method primarily facilitates the introduction of new vocabulary and grammatical structures through repeated listening and speech pattern repetition, fostering the development of audio-oral skills. The second study was conducted by Ririn Maesrina (2009), titled "The Implentation of *Audio-Lingual Method* to Improve Students' Pronunciation," The writer do an action research using Audio lingual Method to find a good method in

teaching English speaking class particularly in pronunciation. The aim of this study was to know whether *Audio-Lingual Method* improve the students' pronunciation or not.

Another study by Eripuddin & Kasyulita (2019), titled "The Effectiveness of Audio-lingual Method on Students' Pronunciation Ability at Third Semester in the University of Pasar Pengaraian," utilized a quasi-experimental design with a nonequivalent control group to investigate the method's impact. According to their analysis, they concluded that students' pronunciation showed improvement when taught using the Audio-lingual method compared to when taught using conventional techniques. Another study was conducted by Rashid & Islam (2020), titled "Effectiveness of *Audio-Lingual Method* at Secondary Education in Bangladesh." They employed qualitative analysis to achieve their objectives, with participants consisting of students from classes 8 to 10 in various secondary schools in Tongi, Bangladesh. The research findings indicated that, according to the questionnaire responses, teachers expressed interest in and recommended the method for language learning in the classroom. Moreover, students' feedback suggested that they found the method suitable for language learning. The aim of the research was to enhance communication competence by providing extensive repetition to students in secondary-level schools.

Based on the studies that researcher have read above, the audio-lingual method is rarely used to assess its effectiveness on listening skills.

Therefore, the researcher need to prove whether the audio-lingual method is effective towards students' listening skills or not. This study is expected to serve as inspiration for future researchers. Additionally, it is hoped that this study will contribute to the creation of new literature that is beneficial for educators and readers.

During the researcher's internship program at MTsN 2 Tulungagung, it was observed that the listening comprehension of eighth-grade students in English learning was relatively low. This deficiency stemmed from their limited ability to connect the taught material to real-life situations. Furthermore, the explanations provided were perceived as monotonous and boring, contributing to the students' diminished interest in learning English. They become bored because there were no dynamics, innovation, creativity, and they have not been actively involved, so it is difficult for teachers to improve learning qualities (Sudarmaji, Mulyana, & Karsiyah, 2020)

The application of audio lingual-method is expected to be able to assist students in understanding the concepts they are learning and help them find links between concepts, this is important for students in studying English (Alpin,2022). By implementing the audio-lingual method, the expectation is that learners' engagement and learning outcomes, particularly in English listening skills, will see improvement. This approach shifts the teacher from being the central figure in the learning process to a facilitator and controller of learners' activities. The goal is to transform English lessons into an enjoyable learning experience through the audio-lingual method,

thereby enhancing students' listening abilities (Achmadi, 2019). With this background and employing an expository strategy, the researcher conducted a study titled "The Effectiveness of *Audio-Lingual Method* towards the Listening Skill of the Eight Grade Students at MTsN 2 Tulungagung"

## **B. Research Problem**

Is there any significant different of students listenings' score of the eight grade at MTsN 2 Tulungagung who are taught with the audio-lingual method (ALM) and without *Audio-Lingual Method* (ALM) ?

## **C. Purpose of the Study**

This study aims to prove the effectiveness of *Audio-Lingual Method* towards the listening skills of the eighth grade students at MTsN 2 Tulungagung or not.

## **D. Research Hypotesis**

Hypotesis is tentative answer of variable in wich the truth must be tested, based on the previous statement. The writer has two hypothesis, namely:

1. Alternative Hypothesis ( $H_a$ ): The use of *Audio-Lingual Method* is effective to teach speaking of eighth grade at MTsN 2 Tulungagung.
2. Null Hypothesis ( $H_0$ ): The use of *Audio-Lingual Method* is not effective to teach listening of eighth grade at MTsN 2 Tulungagung.

### **E. Significance of the Study**

#### 1. For teacher

it can be a source of information and knowledge about the effectiveness of audio-lingual teaching methods especially in teaching listening and also it can be implemented by the teacher in teaching and learning english especially towards student's listening skill.

#### 2. For future researcher

For the future researchers, the result of this study is expected to give consideration to conduct the further research. Besides, they can learn the study and get the inspiration to find the similarity topic and how to get problem solving.

### **F. Research Scope and Limitation**

Based on the background of the study, this study has scope and limitation. The scope of this study is teaching listening at junior high school. The limitation of of this study is narrative text. The narrative text was chosen based on the recommendation of the teacher at MTsN 2 Tulungagung. The selection of the material is grounded in the current learning material being covered in VIII D class.

### **G. Definition of Key Terms**

In this section, there are several terms that still require further explanation in this study titled "The Effectiveness of Audio-Lingual Method towards The Listening Skill of The Eighth Grade Students at MTsN 2 Tulungagung." In order to prevent confusion regarding the terminology and



subject matter discussed in this research, it is essential for the researcher to clearly define the fundamental terms employed in this study.

### 1. Listening Skills

Listening skills refer to the ability to effectively receive, interpret, and understand information conveyed through spoken words, sounds, or other auditory cues.

### 2. The Audio-Lingual Method

The *Audio-Lingual Method* (ALM) is a language teaching approach that emerged in the mid-20th century, particularly in the 1950s and 1960s. The *Audio-Lingual Method* is an approach to language teaching that places a strong emphasis on students' listening and speaking skills.